



ONTARIO DEPARTMENT OF EDUCATION

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ONTARIO
ELEMENTARY
SCHOOL
RADIO
BROADCASTS

OCTOBER 1967

MAY 1968

PROGRAMS PRESENTED BY THE
ONTARIO DEPARTMENT OF EDUCATION
IN CO-OPERATION WITH THE
CANADIAN BROADCASTING CORPORATION

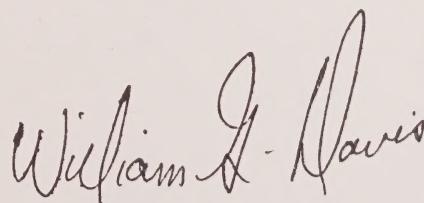
FOREWORD
from the
MINISTER

The School Radio Broadcasts are particularly significant in this year of Canada's Centennial. Students and teachers have been made more aware of *Man and his World* through Expo 67. The smallness and vastness of the world and the impact of modern technology are everywhere evident. Although radio is one of the new media which has been with us for some time, it enjoys a continuing popularity, particularly with our youth.

The daily half-hour broadcasts for the 1967-68 school year have again been prepared through the cooperation of the Departmental Radio Committee and the School and Youth Programming Branch of the Canadian Broadcasting Corporation.

Of particular significance is the Friday schedule which the CBC has produced on the recommendation of the Canadian Commission on School Broadcasting. The aim of this series is to develop a keen sense of citizenship in Canadian school children. By touching on a wide range of topics, it is hoped that it will expand and sustain our national pride in Canada as we move into our second century.

July 13, 1967

A handwritten signature in black ink, appearing to read "William G. Davis". The signature is fluid and cursive, with "William" on the first line and "G. Davis" on the second line.

MINISTER OF EDUCATION





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Suggestions for Radio Listening and Effective Utilization

A school broadcast is not a substitute for teaching, but is intended to supplement and enrich classroom work. In consultation with classroom teachers, authorities in the various subjects dealt with have prepared the programs listed in this manual. Their success depends on the way in which they are handled by the teacher and students in the classroom. There are no hard and fast rules for using a broadcast: the teacher is advised to experiment on the basis of the suggestions given here.

CONDITIONS OF LISTENING

Remember that there is such a thing as good and poor listening. Listening is a faculty which can be encouraged by suitable surroundings and improved by practice. The physical surroundings of a broadcast include the set-up of the classroom itself as well as the quality of the sound that comes out of the loud-speaker.

Listening in a school auditorium or in a corridor has been found by experience to be less satisfactory than listening in one's own classroom. Distractions of all kinds, especially noises from outside, should be avoided. Movement inside the classroom during the broadcast should be kept to a minimum.

The radio receiver should be checked beforehand to make certain that it is in good working order. It should have a loudspeaker of sufficient size, with adequate volume, to ensure classroom listening without strain or distortion. Tune in early to the station carrying the program and adjust the volume to suit the ears of all present both at the front and the back of the classroom.

BEFORE THE BROADCAST

This manual gives essential information about each series as well as a brief outline of the contents of each individual program. It is recommended that the teacher study the outlines before the program to gain a clearer idea of how it can be related to the current work of the class.

Before the broadcast begins, the teacher should display any available pictures, maps, or diagrams that are likely to help the pupils follow the program. New or difficult words or names that may occur in the program should be written on the chalkboard. When announcing the title of the presentation, the teacher should discuss its main theme and explain the reason for listening.

DURING THE BROADCAST

Not all students are naturally good listeners. Some learn faster with their eyes than their ears and vice versa. Some find it difficult to focus full attention on a loudspeaker. Generally, the class will reflect the interest and sincerity shown by the teacher in listening. Sometimes the teacher may find it helpful to make notes, but it is usually not desirable for the students to do so.

A broadcast should be regarded as a listening experience which is intended not so much to inculcate facts as to stimulate the imagination and widen the outlook and interests of the students. The teacher should closely watch the class reactions to the program to determine the most effective way of following it up.

AFTER THE BROADCAST

A good broadcast is rarely complete in itself. It needs a follow-up – by the teacher – to clinch its conclusion. Such follow-up may be completed during the same lesson period or extended over later periods.

It is a good idea to find out, right away, whether the broadcast was considered useful or not, and why. In this way you can train your students to listen critically and with discrimination.

A quiz or question-and-answer period is probably the commonest form of follow-up. But too rigid testing is liable to spoil the pleasure of listening.

Discussion of the content of the broadcast should arise naturally out of the interest shown by the class. If nothing obvious suggests itself, you can draw on the comments and suggestions given in the manual. These are likely to include suggestions for further reading, preparation of maps and scrapbooks, art work and committee assignments for further investigation.

The impression left by most broadcasts can be made more vivid and lasting by the use of other audio-visual aids, usually at a later period. For example, Music broadcasts can be supplemented with phonograph records. Programs dealing with Social Studies (History, Geography and Current Events), Science and Literature can be supplemented with films, filmstrips, and still pictures. The manual gives, after most series, a recommended list of some aural and visual aids.

Films bearing a code number may be obtained from the Audio-Visual Education Section, Department of Education, 559 Jarvis Street, Toronto 5, Ontario. Filmstrips, recordings and non-projected aids can be secured from

the dealers listed in this manual. *Do not apply* to the Audio-Visual Section for these related aids. Recommended books are usually available at public libraries.

ONTARIO DISTRIBUTORS OF FILMSTRIPS AND PICTURE SETS

N.F.B. National Film Board, 1 Lombard Street, Toronto, Ontario.
Agent for: National Film Board.

S.V.E. Educational Film Distributors, 191 Eglinton Avenue West, Toronto
12, Ontario.
Agent for: Society for Visual Education.

PRIMARY DIVISION

At Sixes and Sevens

PRIMARY DIVISION (KINDERGARTEN – GRADE 3)

WEDNESDAYS, 2:10 – 2:30 P.M.

Dear “At Sixes and Sevens”,

The best part I liked was the rain. It went like this – “splash, splash”. It was like music.

Yours truly,

Tami.

Tami’s delightful letter, and the many others received from children and teachers about the *At Sixes and Sevens* broadcasts last year have been of immense help to us – the teachers, writers, and broadcasters who prepare these programs for you. From your letters we have learned, or re-learned, some very basic and important things. Perhaps the most important is that children from five to eight years of age live and learn through doing things; they want to “join in”. Another is that these children are capable of making connections between the real world and creative forms of expression (as Tami did in sensing that the sound of rain could be interpreted in musical terms).

In planning this new series of *At Sixes and Sevens* broadcasts, your comments and suggestions have been considered very carefully. As a result, some of the programs will be different although all will be based on the philosophy basic to the programs of the last three years. Opportunities for your children to participate during the broadcasts will be extended.

We were interested to learn from your letters that many of you enjoy using the opportunity presented by a broadcast to observe the individual children in your classes – to observe that James, who has great difficulty with verbal expression, is in his element when expressing his ideas through dance; that Susan, who is so ill-prepared to tackle reading skills, is beginning to learn to listen; that Dominic, who can’t sing in tune and “dislikes” music, is suddenly displaying a fancy and skill for drumming. And then there’s the opportunity to share things with your children – things you haven’t had to prepare yourself: something funny, something musical, something sad, something lovely, something unexpected.







HOW WILL YOUR CHILDREN RESPOND?

Individually. Some will want to respond verbally, some physically, some graphically, some pictorially, some musically, some privately within themselves. Some will respond immediately, and some, days or weeks later. And a few may turn away, unable as yet to respond to what is being offered through aural communication.

NOW, LET'S BE PRACTICAL

As *At Sixes and Sevens* is being planned this year for a wider age-range (Kindergarten to Grade 3), you must be the one to decide whether or not it is "right" for your particular children. If you listen to a few broadcasts and find that your Kindergarten or Grade 1-ers are being left behind, turn to *Playroom* (a daily Canadian Broadcasting Corporation program for children which provides many of the same types of experiences in a less demanding way. For information write Playroom, Canadian Broadcasting Corporation, Box 500, Terminal "A", Toronto). If your Grade 3 children seem to need more challenging types of programming, turn to *Now Hear This* which is broadcast each Thursday (2:03 – 2:30) for slightly older children.

If you think the content and style of *At Sixes and Sevens* are right but the response of your children is not too encouraging, it might be wise to re-examine the listening situation; could it be improved? Some teachers have mentioned that using the school's public address system amplifier or "intercom" seems to make the reception so remote to young children that they can't become involved. One table-model radio may work well, especially if the children are allowed to gather informally around it. Sitting in rows at desks may be too formal an arrangement for the type and depth of listening demanded by a broadcast. If one radio doesn't answer the needs of your class, ask the children to bring their transistor radios to school and place them around the classroom for small groups to use. Consider the possibility of letting some children – perhaps those with a particular need for this type of educational experience – listen to the broadcast while the rest of the class pursues other activities. This technique might be particularly useful in Kindergarten, especially early in the school year. Perhaps any child, in any grade, should be expected to listen only if the broadcast captures and holds his attention.

If radio reception is poor (fuzzy-sounding and indistinct), string a few feet of radio aerial wire from the radio through an open window – or better still, have it strung to the roof of the school. The cost is negligible. The performers,

radio technicians, sound effects technicians, and producers who "make" these broadcasts for you work hard to achieve great variety and subtlety of sound quality in every broadcast. Try to capture it all by using the best receiving equipment you can obtain.

WHEN AND WHAT

We hope it will help you in planning your classroom schedule to know that *At Sixes and Sevens* will be available every Wednesday on which school is open from October 18, 1967 to May 29, 1968 from 2:10 – 2:30 p.m. The time of day presents a problem in some schools by conflicting with a well-established recess time. If this is the situation in your school, and you would like to use the broadcasts, talk with your principal or inspector about it and see if a solution can be found.

At Sixes and Sevens will include: story-telling, music for singing, dancing, playing and listening enjoyment, poetry, sound and language, to convey ideas and experiences that you and your children can use and develop in your classroom. Although each broadcast will likely emphasize one of these elements, several of them will be part of any broadcast in the series. You should find, for example, that colourful and precise use of language is an important secondary element to be explored from a "dance" broadcast.

Details of the content of each program for the fall term, October to December, will be provided in an information sheet that will be sent to the principals of the elementary schools before the beginning of the season. For receipt of subsequent publications of details of the broadcasts for the winter term, January 8 to March 13, and the spring term, March 25 to May 29, *please complete and mail the form provided on the information sheet by November 1, 1967*. They will be mailed to you as they are ready.

WE URGE YOU TO SEND US YOUR OBSERVATIONS, COMMENTS AND SUGGESTIONS. We need your completely frank opinions – either favourable or unfavourable. We enjoy receiving children's letters, pictures, poems, songs, and samples of other follow-up activities too. All letters will be answered, so be sure to include your name and school address. Write to:

AT SIXES AND SEVENS,
Canadian Broadcasting Corporation,
Box 500,
Terminal "A",
Toronto, Ontario.

Christmas Carols from Alberta

FRIDAY, DECEMBER 22

2:03 – 2:30 P.M.

CHRISTMAS CAROL PROGRAM

Carols this year will come from a school choir in Alberta. Carols will be sung in French, Ukrainian, and other languages.

JUNIOR DIVISION

A World Unlimited

JUNIOR DIVISION (GRADE 6)

MONDAYS, 2:03 – 2:30 P.M.

The world of to-day is fascinating and complex. The sense of wonder, natural in children, is richly nourished by modern communications and educational methods, making young people familiar with many topics still a mystery to their parents and grandparents.

Between the child and his mature participation in life lies his education. It is literally impossible for the classroom teacher to be conversant with all of the useful developments in the “information explosion” while trying to educate “the whole child” at the same time. With this problem in mind and the availability of technical resources and expertise, the Ontario Department of Education and the Canadian Broadcasting Corporation present a new type of radio broadcast for Grade 6 this year. The focus of attention will be on material that is relevant, stimulating, useful, and enriching. Unlike the broadcasts in past years, subjects on the curriculum will be integrated rather than treated individually. They will be related to the curriculum in specific ways, and their interrelationships will be demonstrated. New ideas and material not ordinarily available will be put at the teacher’s disposal.

Each broadcast is intended to act as a catalyst prompting a variety of activities in the classroom under the guidance of the teacher. Through the medium of radio the “business of learning” will be presented as exciting as well as necessary. The child will be encouraged to take an intelligent interest in *A World Unlimited* and to see the importance of his formal education. His horizons will be broadened through contact with a wide variety of pertinent information, and the natural result of his active listening will be a deepening of his studies and an active involvement both within and outside of the classroom.

If it is found that the broadcasts in this series are too advanced for your pupils, try *Now Hear This*, a series for slightly younger children, (Thursdays, 2:03 – 2:30 p.m.).

Follow-up activities might include the use of films and filmstrips, recordings, books and other publications, pictures, charts, maps, trips to museums,

art galleries, parks, conservation areas, zoos, industry and places of business. Attendance at live concerts or the theatre is suggested also. As most teachers know, visits to the library or the use of travelling libraries are essential. A world map and atlas – and, if possible, a globe – would be almost indispensable. Picture collections may be made up from magazines brought to the classroom by the children, or on specialized topics by commercial concerns distributing free literature. The classroom with access to a set of encyclopedia will find constant use for it. Audio-Visual materials are best planned for and ordered in September or October so that they will be available as needed throughout the year. References to this material will be frequent throughout the broadcasts.

What has been described above is the general approach to the series as a whole. The theme for the year is *A World Unlimited*, and many facets of this thrilling and beautiful world will be explored.

The first nine broadcasts will treat the theme in general and will touch on all subjects on the curriculum. The broadcasts are closely linked and are designed to activate the children physically and intellectually from the beginning of the year. They provide the foundation for the broadcasts to follow, yet each one will provide a unique experience for the child.

Teachers are requested during listening times to provide an atmosphere of quiet in the classroom, free from distractions. The children will be expected to take in as much new information as they can use, to *think* creatively, and to give freedom to their imaginative processes. External silence and the focus of attention are necessary, alternating with periods of activity.

During the broadcasts, references will be made to some of the photographs included in this manual. Grade 6 teachers should find many other uses for them as well. Classrooms on the rotary system may summarize the broadcast material and share it with those who have not heard it, or even listen to the broadcasts outside their regular class time. Many extracurricular uses of broad-
will suggest themselves automatically.

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YOU ARE REQUESTED to send in evaluations of the broadcasts, suggestions for content inclusion and improvement, and samples of seatwork activities resulting from this series. All letters will be answered. Please write to:

A WORLD UNLIMITED,
Canadian Broadcasting Corporation,
Box 500,
Terminal "A",
Toronto, Ontario.

Current Events

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

WEDNESDAYS, 2:03 – 2:10 P.M.

These weekly broadcasts of seven minutes duration are presented to inform and interest pupils in provincial, national and world-wide current news items and events. The broadcasts are also aimed at helping teachers with their lessons in this subject-field. Each week the news items are carefully selected and are presented in a manner that is within the interest and experience of the young listener. Furthermore, the programs are structured to stimulate the pupils to become more aware of current events and to be sufficiently informed in order to promote intelligent and informed class discussion.

Three to four news items are described and reviewed in each weekly program. When possible, interviews or recorded speeches pertaining to the news items under study are included in the broadcasts.

In order to gain the best results from this broadcast series, pupils should be encouraged to prepare news scrapbooks as will be suggested from time to time during the broadcasts. It would also be useful if each pupil had an atlas available for reference purposes during the broadcast period. Labelled markers inserted at each of the principal atlas maps might be helpful for pupils to find the required maps more easily. A large wall map of the world should also be placed in a prominent position in the classroom and pupils might be delegated to mark with stickers or pin flags, the places mentioned in the broadcast. By the constant use of this simple procedure, the pupils will become familiar with world maps and be able to relate the major news topics to geographical locations and thereby gain a better understanding of events in relation to place.

RELATED AIDS:

NON-PROJECTED

One or more of the periodicals listed below might prove useful to teachers of Current Events.

- *World Review for Canadian Schools*

United Nations Association of Canada,
National Office,
329 Bloor Street West,
Toronto 5, Ontario.

- *World Affairs*

World Affairs Press Limited,
705 Yonge Street,
Toronto, Ontario.

- *The United Nations in Action*

Journal of the United Nations Association in Canada,
329 Bloor Street West,
Toronto 5, Ontario.

Now Hear This

JUNIOR DIVISION (GRADES 4-5)

THURSDAYS, 2:03 – 2:30 P.M.

In the words of a ten year old boy, “Listening is tuned-in hearing”. Now more than ever before we are bombarded with sound communication: telephone, television, voices, machinery, radio, records, nature. Sounds from outer space, from distant countries, from next door, voices from the past and present come to us daily, though we do not move in time or space. Caught in this onslaught of sound, we often just “tune out”. OR we may capture something from the experience.

LISTENING SKILLS

Listening is a skill that is developed just as reading is developed. From their earliest school years children learn to read, to select from the vast amount of printed material what will best serve their immediate goal. Long before they reach school, children are developing listening skills. They listen to parents,

peers, pets, then teachers and PA systems; but this does not guarantee attention. Listening is a skill that must be developed as a tool of learning.

There are many interesting and easy experiments a class may do to encourage attentive listening. What can you hear when the class is quiet? What can you discover about a person just by listening to his voice? Do sounds of places give rise to pictures in the mind? Your children may be interested in listening to a broadcast to discover how the sounds of people, places, and things affect them as well as what is actually said.

NOW HEAR THIS

Now Hear This is a weekly program especially directed to Grades 4 and 5. After talking with many teachers and considering the letters we have received about past broadcasts, we have tried to plan a year of programming that will better meet your needs.

This year all the programs for Grades 4 and 5 will be broadcast regularly each Thursday. Each program will be an entity and listeners will not be at a disadvantage if they have missed the previous week's program. Neither will it be necessary to listen to the next week's program to benefit fully from the current one. We hope that these very practical steps will facilitate your work.

The longer program time, 27 minutes instead of the traditional 15 minutes, should give you a free moment in your busy week to observe your children reacting individually to music, or language experiences, or expressing themselves through dance.

The prime purpose of *Now Hear This* is to provide your children with a stimulating experience of listening to what is happening in the wide world of fact and fiction, an experience which they may use to develop new ideas and forms of expression. One way you might approach this period is by offering it to your pupils as a "listening time" – a time to dance, or sing, become curious, or amused, or informed **THROUGH LISTENING**.

YOUR PLANS AND THE BROADCASTS

You may well ask how can *Now Hear This* fit into your plans for teaching your children. It doesn't. That is, it doesn't fit into your lessons any more than the book that one child is dying to tell you about, the walk that another took to school, an item in the newspaper that interested the boys, or a treasure that a child brought to you to show to the class. These are the very things that teachers use as springboards for developing the whole child. In the same way a radio

broadcast may motivate girls and boys to new thoughts and activities. So attention to listening does fit in because it is directed to the goals of other listening activities developed by the teacher in her reading, creative writing, and music curriculum. *Now Hear This* fits in because it reinforces what is being taught about listening.

LISTENING AND THE INDIVIDUAL

Listening is an individual activity. You will be the only one to know whether most of your class is enjoying the broadcasts. If *Now Hear This* is too advanced for your particular children, they might respond more readily to *At Sixes and Sevens*, designed for younger children (Wednesdays, 2:10 – 2:30 p.m.). If *Now Hear This* does not challenge your children, try *A World Unlimited*, for slightly older children (Mondays, 2:03 – 2:30 p.m.).

There are other ways to ensure that the individual child has the best opportunity to listen. Your pupils may respond better if grouped in a relaxed attitude around a radio, or sitting in small groups around several transistor radios brought from home. Often a program transmitted over a PA system to a class is too remote from the listeners.

Those of you who have classes of a wide range of abilities and interests might experiment by allowing just those girls and boys who want to hear a particular broadcast to listen quietly at the back of the class. Children should be encouraged to respond naturally during the broadcast with a laugh or a comment, or in some cases by singing or dancing, so long as they are not spoiling another's chance of hearing.

RESPONSE FROM THE CHILDREN

Children will respond as individually as they listen. One child may want to read more on a particular subject, another may want to paint a picture, or write a story or a poem. However, nine's and ten's are often interested in working in groups too. Small groups may want to develop new thoughts immediately through a spontaneous dramatic presentation or through puppets, or they may prefer a longer project of researching a subject. The whole class may want to discuss the program, go on a field trip, or practise some of the techniques heard in the broadcast such as interviewing people. And some children may not apparently respond outwardly, but just want to sit and think.

LISTENING TO WHAT?

Now Hear This will bring a world of fact and fantasy into your classroom. Throughout the year programs will include actualities of local and world-

wide events: Ontario's country fairs, Expo revisited. There will be documentaries on subjects ranging from dinosaurs to space exploration. There will be music and dancing, drama, poetry, stories, song, and sound. It is hoped that each program will offer you and your children thoughts, emotions, and activities that will be able to be developed inwardly and as a classroom experience.

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WE ASK YOU to tell us frankly what happened. We need your comments, your observations, and your suggestions. Please write to us and tell us whether or not you found the broadcasts stimulating. We welcome letters, pictures, stories, poems, and other samples of follow-up activities from your children too. All mail that we receive will be answered so be sure to include your name and address. Our address is:

NOW HEAR THIS,
Canadian Broadcasting Corporation,
Box 500,
Terminal "A",
Toronto, Ontario.

Canadian Writers

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)
FRIDAYS, 2:03 – 2:30 P.M.

In Canadian writing, there is substantial evidence that we have a people distinct from the British, the French, the Americans, or people of any other country. Our writers have not been quiet, smooth, and silent. But we have been inclined to turn a blind eye and deaf ear to them. If we have read, we have preferred "escape" literature – literature from outside the country.

This series of five programs on *Canadian Writers* is planned as a plunge upstream, against the overwhelming impression that literature is about people elsewhere, outside our borders, never about *us*. Here Canadian life bursts upon us in many hues and cries through the reflected light and sounds of the writing set out below for inclusion in the series.

NOTE: In addition to the writers and selections mentioned in the following notes, each program will also include other examples of the work of Canadian writers. A detailed list of writings and writers to be presented on each broadcast – along with the actual excerpts of poetry and ballads where copyright permission can be obtained – will be available in late October. To obtain a copy, teachers should write to the Audio-Visual Section, 559 Jarvis Street, Toronto 5, Ontario.

1. January 12 . . . THE NOVEL

This broadcast presents:

1. Glimpses into the first Canadian novel, indeed the first North American novel, *Emily Montague*, by Frances Brooke, the wife of the chaplain of the Quebec garrison after the fall of Quebec. The novel was published in 1769.
2. A few moments from the most fondly remembered of Ralph Connor's novels, *The Man From Glengarry*.
3. Vivid impressions of the man behind his novels, the novelist and his adventures in the great literary world of Hemingway and F. Scott Fitzgerald, culled from Morley Callaghan's, *That Summer in Paris*.
4. Semi-dramatized scenes from *Who Has Seen the Wind?*, by W. O. Mitchell, a novel in which many of us, who have grown up or are growing up in Canada, live.

2. January 19 . . . POETRY

The following poems are featured in this program:

1. *The Farmer and the Farmer's Wife*, reputedly by Sarah Binks, but with Paul Hiebert, Professor of Chemistry, University of Manitoba, in the background pulling the strings of his delightfully inept puppet, the sweet songstress of Saskatchewan. His target: "the academic mind that takes its literature too seriously."
2. *The First Idealist*, by Grant Allen, from Kingston, Upper Canada. He wrote thirty novels, some of them considered shocking in their day, and another forty-five books on science, philosophy, and religion. He was a friend of Charles Darwin.
3. *Silences*, by E. J. Pratt, the Newfoundland poet, who brought the sea to the most inland landlubbers of Canada.

4. *High Flight*, by the RCAF pilot John Gillespie Magee, who lost his life on active service in Britain during the Second World War.
5. *Pierre of Timagami in New York*, by Wilson Macdonald, who, despite crushing indifference on almost every hand, was determined to be a poet and live by poetry, and make it stick – in Canada – and did.
6. *The Road to Nijmegen*, by Earle Birney. In addition, this eminent poet will comment on what experiences in his own life prompted this poem and others of his.
7. *The Prince's Visit*, by R. J. de Cordova. His target: Canadians who take Royal Visits too seriously.

Currently, of course, we have much verse and poetry set to music by our youthful balladeers, and one of the country's best will be invited to join our poets.

3. January 26 . . . DRAMA

The third broadcast presents a study in drama using:

1. *Tit-Coq*, by Gratien Gelinas. It is the story of an orphan, who longs for family ties. To date, it is the only Canadian play that became a hit in both French and English.
2. A long-time and continuing drama has been the clash of personalities and parties in our Parliament. The first successful presentation of that drama in some depth has been the recent Canadian Broadcasting Corporation television series, *Quentin Durgens, M.P.* Its author, George Robertson, relates how it was researched, created, and produced with such graphic effect.
3. *Burlap Bags*, by Len Peterson, a radio play produced on the Canadian Broadcasting Corporation Stage Series, which has come to be regarded as a classic in the medium. It is written in the tradition of theatre of the absurd.

4. February 2 . . . SHORT STORIES

This program centres around:

1. *A Trip for Mrs. Taylor*, by Hugh Garner, who has probably caught in his stories the look and sound of our world as well as any writer in this country.
2. *The Move*, by Gabriel Roy: a delicate vignette of childhood by the author of *The Tin Flute*.
3. *The Marine Excursion of the Knights of Pythias*, by Stephen Leacock, from *Sunshine Sketches of a Little Town*: Leacock at his best, reducing a catastrophe reminiscent of a Titanic sea disaster to modest Canadian dimensions.

DAILY SCHEDULE OF ELEMENTARY SCHOOL BROADCASTS

Title of Series

Dates

Time

MONDAY

A World Unlimited (6) Oct. 16 – May 27 2:03 – 2:30

TUESDAY

Guidance (7-8) Jan. 9 – Feb. 6 2:03 – 2:30

Bookshelf Adventure (7-8) . . . Feb. 13 – Mar. 12 . . . 2:03 – 2:30

History (7-8) Mar. 26 – Apr. 23 . . . 2:03 – 2:30

Ontario Sings (4-8) Apr. 30 – May 28 . . . 2:03 – 2:15

Geography (7-8) Apr. 30 – May 28 . . . 2:15 – 2:30

WEDNESDAY

Current Events (6-8) Oct. 18 – May 29 . . . 2:03 – 2:10

At Sixes and Sevens (K-3) . . . Oct. 18 – May 29 . . . 2:10 – 2:30

(It is suggested that this schedule be removed and displayed on a bulletin board in the classroom)

Title of Series

Dates

Time

THURSDAY

Now Hear This (4-5).....Oct. 19 – May 30....2:03 – 2:30

FRIDAY - CANADIAN

Christmas Carols From

Alberta December 22 2:03 – 2:30

Canadian Writers (6-8).....Jan. 12 – Feb. 9.....2:03 – 2:30

Behind the News (6-8).....Feb. 16 – Apr. 5.....2:03 – 2:10

Behind the Man (7-8).....Feb. 16 – Mar. 8.....2:10 – 2:30

Voices of the Wild (4-6).....Mar. 15 – Apr. 5.....2:10 – 2:30

Canadian History in Story

(6-8) Apr. 26 – May 31....2:03 – 2:30

5. February 9 . . . NON-FICTION

The last presentation deals with:

1. *Sample Debate in the Canadian House of Commons*, by Bob Edwards, editor of *The Eyeopener* in High River and Calgary.
2. Comments about writing a newspaper column by the Toronto *Globe and Mail* columnist and reporter, George Bain, who has become outstanding among Ottawa journalists, for his ability to winnow the hard kernels of Capital Hill politics from the absurd but ever-present chaff.
3. A few anecdotes about learning to fly from *The Courage of the Early Morning*, by William Arthur Bishop about his father, Billy Bishop, one of the great Aces of the First World War.
4. *Canada Explained*, by Eric Nicol, several-time winner of the Leacock Medal for Humour, who is at his best turning our history on its ear.
5. The Eddie Shore-Ace Bailey incident from *Behind the Cheering*, by Frank J. Selke, who was an eye witness to one of the most notorious clashes in NHL hockey.
6. Excerpts from *Unflinching*, the journal of Edgar Christian, a youth of 19, who, with two older companions, met disaster in the Barrens in 1927, when the weather proved more severe and the game less abundant than they had anticipated.

RELATED ACTIVITIES:

Program 1

1. “The accounts of the voyagers themselves, the most direct expression of the New World, are, of course, the base upon which Canadian literary history in the 16th and 17th Centuries must rest.” Hakluyt’s *Principal Navigations, The Prose Epic of the Modern English Nation*, contains exciting accounts of our early explorers.
2. Read *Mrs. Simcoe’s Diary*: MacMillan 1965. In part of her diary she describes folksongs of Canada of the late 18th and early 19th Century.
3. Many of the class will have seen motion pictures based on novels – such as *Tom Jones*. Discuss how the diary form of novel lends itself to motion pictures.
4. Read more of Morley Callaghan; many of his short stories such as *The Snob*, *Luke Balwin’s Vow*, and *A Cap for Steve* treat problems of adolescence and related moral issues. Callaghan’s contemporaries, particularly

from his time in Paris in the twenties, such as Ernest Hemingway and F. Scott Fitzgerald, provide further reading for interested students.

Program 2

1. Allow each student to express his response to the broadcast through either poetry or written impression, drawing or painting. Later discuss why each one was moved to react in his particular way.
2. Read Earle Birney's *The Road to Nijmegen* and his poem *English Bay*, written before he joined the Canadian forces in World War II. Compare the pictures presented in both poems.
3. Consider a world without sound. Have the class write their own poems entitled *Silences*.
4. Find other examples of Canadian humour in which (like *Pierre of Timagami*) an unsophisticated hero finds himself in a fairly sophisticated environment such as Earle Birney's *Private Turvey*.

Program 3

1. Write dramatic sketches for the sound medium not forgetting the possibilities of sound effects and recorded music. Put them on tape and discuss their effectiveness upon listening to them.
2. Read some selections from:
A Play on Words and other radio plays by Lister Sinclair (J.M. Dent & Sons Ltd.)
Six Scripts for Three Media by Grant Huffman (McClelland & Stewart)
May We Recommend (a graded series of radio plays), Ian Ball (Longmans)
The Great Howler, Len Peterson (Book Society)

Program 4

1. Dramatize a short story. An interesting selection might be Stephen Leacock's *My Financial Career*. Divide the class into three groups, one of which would prepare the story for theatre, another for radio, another for television.
2. Discuss the student's personal experiences that relate to the theme in *The Move* by Gabriel Roy: that illusions of childhood once realized become disillusioning experiences.

3. Have the class do some research concerning their literary magazines of their area (such as *Tamarack Review* or *The Fiddlehead*) to discover who are the most recent short story writers of our country.
4. Read more of Hugh Garner's *Best Stories* (Ryerson).

Program 5

1. Examine the editorial pages of newspapers both local and national. What is the purpose of this section of the papers? Write an editorial section for a class newspaper, February 9, 1968.
2. Who have been the past winners of the Leacock Medal for Humour? Write to the Leacock Museum, Orillia, Ontario for information. Different students might read different winners of this award and discuss their impressions of the writers.
3. What makes a good sports report, the writing or the event? Have the class cover a sports event.
4. The eternal struggle between man and nature is part of the theme of the journal, *Unflinching*. Discuss this theme in relation to other literature the class has read and compare other writers' treatment of it with the journal of Edgar Christian. Read some Jack London.

RELATED AIDS:

FILMS

E-23 – *On Stage*

E-44 – *How to Read Plays*

Behind the News

INTERMEDIATE DIVISION (GRADES 6-8)

FRIDAYS, 2:03 – 2:10 P.M.

The eight programs in this series will occupy approximately the first seven minutes of each broadcast in the two series, *Behind the Man*, (February 16 – March 8) and *Voices of the Wild* (March 15 – April 5).

Although *Behind the News* is a series of "current events" programs, it is not a "news" series in the generally accepted sense. Rather, its purpose is to provide suitable background for specific news events in order to aid the student in his understanding of their importance and place, both in the con-

temporary scene and in the development of history. Each broadcast will be centered on one current event of major importance. It is recommended that teachers have wall maps available for reference during the broadcast.

Voices of the Wild

JUNIOR DIVISION (GRADES 4-6)

FRIDAYS, 2:10 – 2:30 P.M.

The adventures of Bobby and Betty and their Uncle Jack bring them into contact with some of the interesting animals of Canada. The basic aim of these four 20-minute programs is to inform boys and girls about the animals of our land and to foster an attitude of appreciation and conservation towards animals which may become extinct. Each of the broadcasts, with some preparation and follow-up, could be used as the core-experience in a Natural Science program.

1. *March 15 . . . GOLDEN EAGLE*

A visit to a ranch in Western Canada has hidden perils for Bobby and Betty. The Golden Eagle frequents this locale and the children are amazed to learn that their host has little regard for it. The children's concern for this rapidly vanishing species leads them to a treacherous mountain ascent. The controversy which follows their observation of nestlings in their natural habitat enables them to dispel many misconceptions. The value of these birds to the "balance of nature" and their physical prowess is the major theme.

2. *March 22 . . . ANTELOPE (Pronghorn)*

During their visit to the ranch of their western friend, Bobby and Betty witness the phenomenal speed of an antelope as it bounds across the prairie. The antics of this black-maned "Pronghorn" stimulate the children's natural curiosity. Uncle Jack and the rancher take the enthusiastic youngsters on a fawn hunt. They discover a rare set of day-old triplets. These timid offsprings are readily captured and the children describe their physical features. Uncle Jack illustrates how the habits of this "Antilocapra" enable it to survive in its constantly changing environment.

3. *March 29 . . . CICADA*

Cottaging during the warm, dry days of late summer provides a setting for one of nature's mysteries. The sad, high-pitched whirling sound of the cicada sends Bobby and Betty out into the woods in an effort to locate this elusive insect. Frus-

trated by their failure to locate these "Homoptera", the children turn to Uncle Jack for aid. Uncle Jack's entomology is limited and expert assistance is sought from a neighbouring cottager. The children are taught how to capture and identify these "bugs". Their new found entomologist friend explains how they can prepare equipment to capture other interesting and informative insects.

4. *April 5 . . . HARP SEAL*

Betty's avaricious reading habits set the stage for a disrupted evening for Bobby. A newspaper article illustrating hunters slaughtering Harp Seals promotes Betty to denounce the cruelty of this practice. Bobby quickly tries to pacify her by explaining man's need for leather and fur products, but this is to no avail. Uncle Jack intercedes and suggests they visit a furrier and get his opinion. This visit promotes further research at the Department of Fisheries and the University of Guelph where seal experiments are being carried out.

RELATED ACTIVITIES:

Program 1

The prime purpose of this broadcast is to familiarize the younger pupil with an animal which is being forced into extinction by the advances of civilization. The birds' habitat has been limited to Hudson Bay, Labrador, and the western mountains. The value of this bird today is mainly intrinsic, but plains and woodland Indians of yesteryear revered its bravery and prowess as a hunter. Eagles were captured to be used in ceremonies or their feathers were used to signify the warrior status of a brave.

After the broadcast, correlate this experience to the social studies or art programs by encouraging the pupils to depict costumes which illustrate how the Indians related to the eagle. Other birds of prey such as the falcon or hawk provide interesting material for an electric quiz board.

Program 2

The expansion of civilization does not always produce factors which create biological upsets for animal organisms. Antelope counts show that their numbers have been relatively unaffected by the opening of the west. The browsing habits of this mammal coupled with its amazing speed has enabled it to survive.

Antilocapra are not true antelopes, but they are the only living ungulates of this particular group in North America. The horns, which are carried by both sexes, are composed of a bony core and sheath of fused hair. For this reason the animal is generally known as "Pronghorn".

The pupils can be encouraged to do group research on other Canadian Ungulates such as the Elk, Moose, Musk Ox, Deer, Bison, etc. Their reports could be presented to the class and a pupil summary might be compiled during these presentations. A collection of animal bones provides worthwhile material for your Science Interest Corner, as pupils can handle, observe and compare their structure.

Program 3

The life cycle of cicadas is very unusual in that the larvae may spend many years in the ground feeding on root saps. Adult animals reveal the sucking and piercing mouth parts of a true "bug". Cicada sound production differs from grasshoppers in that their system is concealed internally under plates on the third segment of the thorax.

Entomology is a fascinating hobby which fosters attitudes of preparation, selectivity, and research. A co-operation classroom collection can be mounted on cork or pin-up board. This activity could readily lead to individual interest and a life-time hobby for your pupils. Guides and picture displays on how to prepare essential equipment will provide additional stimulus. An excursion about the school will provide the class with many interesting specimens.

Program 4

The prolific breeding habits of this migratory seal are not attained until the animal is eight years old. Young seals are quickly weaned. They moult early, losing their white coat within a month after birth. Furriers place a high value on seal pelts and pups and adults are taken in March. This practice has provoked public controversy as to the technique used in skinning the animal.

A controversial debate topic could readily be formulated from this program. A visit to a local furrier by a select group of pupils fosters good community relations and provides the group with excellent material for class discussion. Other related marine mammals such as walrus, and sea cow, or types of "cetacea" should be investigated as part of this unit.

RELATED AIDS:

FILMS

SN- 14 – *Birds of Prey*

SN-145 – *Animals and Their Homes*

SN-182 – *Wildlife in the Rockies*

SN-151 – *Big Land Animals of North America*

SN-214 – *Introducing Insects: Butterflies, Beetles, and Bugs*

SN-115 – *Insects*

SN- 96 – *Insect Zoo*

SN-103 – *Fur Seal*

FILMSTRIPS

Larger Land Mammals of Canada – N.F.B.

Smaller Land Mammals (Flesh Eaters) – N.F.B.

NON-PROJECTED

PICTURE SETS

SP101 *Common Insects* – S.V.E.

BOOKS

The Last Eagle, Dan Mannix (McGraw-Hill)

Eagle in Fact and Fiction, Johanna Johnson (Crown)

Vulcan, The Story of A Bald Eagle, R. M. McClung (Morrow)

Horns and Antlers, Wilfred S. Bronson (Harcourt)

Hunting Pronghorn and Antelope, Bert Popowski (Stackpole)

Insects from Close-Up, Brevoort and Fanning (T. Y. Crowell Co.)

1001 Questions Answered About Insects, Klots and Klots (Dodd and Mead)

Familiar Insects of America, W. Barker (Harper and Row)

The Seal Summer, Nina Warner Hooke (Arthur Baker Ltd.)

Seals and Walruses, Louis Darling (Morrow)

Seloe, Betty John (World Publishers)

Grey Seal, Common Seal, R. M. Lockley (Devin)

Canadian History in Story

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 6-8)

FRIDAYS, 2:03 – 2:30 P.M.

The purpose of this series is to interest children in reading about Canadian History. The dramatizations will allow these personalities of the past to speak again and, by telling their stories, make them into people better understood and appreciated by the children.

1. April 26 . . . SHORT, BUT NOT SWEET, Jerry Potts

Jerry Potts was, we are told, small in stature, bow-legged, moustached, a crack shot, and fond of whisky. These are hardly traits to give him a place in history, but his contribution to the establishment of the North-West Mounted Police as an effective force on the prairies, provides him with his niche. He is representative of the people found on the prairies before they became a part of Canada. Potts had a Scotch father and a Piegan Indian mother. He was on occasion a war chief for the Indians, a hunter and trapper for his family, and an interpreter and scout for the Mounties. His fame as a guide was legendary. He frequently guided the fledgling force across unmapped prairie, through dense bush to a particular location with unerring accuracy – even in blinding blizzards! (Late 1800's.)

2. May 3 . . . MARTYRED AMONG THE TRILLIUMS,

Jean de Brébeuf

Père Brébeuf will always be associated with Huronia in that portion of central Ontario bordering the south shore of Georgian Bay. This Jesuit spent over 23 years of his life bringing the message of the cross to the natives of this land. A contemporary of Champlain, he shared the adventures of opening a new land, the hardships of the wilderness, the loneliness of isolation from his peers and the perils of constant Indian uprisings. He died on an Iroquois torture pole and is still remembered as one of the early martyrs of North America. He is commemorated in the Martyrs' Shrine near Midland, Ontario. (Early 1600's.)

3. May 10 . . . NO MAN'S RIVER, Simon Fraser

Simon Fraser was attempting to carry on from where Mackenzie had failed. Both men were attempting to find a route over which the North-West Company could ship its furs to the Pacific. Up until then all furs were shipped by the Nor-Westers in canoes along rivers, across lakes and portages to Montreal. Fraser, living in the shadow of Mackenzie's exploits, failed in his task. It is only time that has provided the necessary perspective for both men to have a place in history. It is doubtful if Fraser and his companions ever imagined that their tortuous passage down a demoniac river would become a part of any history written about the river that bears his name. The hardships, misadventures and seeming failures of Fraser reflect the lot of many involved in the fur trade of early Canada. (Early 1800's.)

4. May 17 . . . FLAMING BIRCHBARK, James Evans

James Evans was a Methodist missionary who, for part of his career, held the title of "General Superintendent of All Wesleyan Indian Missions in the North West". He was supported in his efforts at Norway House by the Hudson's Bay Company in the hope that he would help tame the Indians within that organiza-

tion's vast domain. Seldom in history has a single company held such complete control over a region as did the H.B.C. in Rupert's Land. James Evans challenged the control. He tried to improve the lot of fur trader and Indian. He developed an alphabet, the Cree syllabic, so that these people might read the Bible in their own tongue. (The alphabet is still in use.) For his efforts, Evans was slandered and his superiors saw fit to withdraw him from the field. (Mid-1800's.)

5. *May 24 . . . BRIGHT-EYED MARINER*, Jens Munck

Jens Munck was a Dane who shares a place with Hudson, Baffin, Davis, and Frobisher in the exploration of the Arctic. Munck's name is not well known and appears in few history texts but his experience vividly portrays the perils of any attempt to conquer the far north. This seaman had visited many ports around the world before attempting to find the North-West Passage. His expedition was well planned and equipped. Of the sixty-five men and two ships that sailed into the Bay only three men lived through the Arctic winter to sail one ship home. For a while Munck shared the fate of Coleridge's "bright-eyed mariner" in his poem about that hapless sailor, *The Ancient Mariner*. (Early 1600's.)

6. *May 31 . . . BUCKSKIN GUERRILLA, OR, "HE WAS ONE FINE FELLOW"*, Gabriel Dumont

Gabriel Dumont is a name that can be placed alongside that of Louis Riel in Canada's history. Among his own people in the Métis settlements he was recognized as a superior hunter, leader, and strategist against man or beast. He organized the Métis in the North-West Rebellion against a new and, at times, blundering government in Ottawa. This rebellion had its climax at Batoche on the banks of the South Saskatchewan River in 1885. It was Dumont who recalled Riel from his classroom in Montana to lead the Métis. Had his plans for fighting the forces of the Government not been rejected by Riel, the history of Canada's west might this day be quite different. Today we would call him a master of guerrilla warfare. In his own day Dumont was using the talents given him by nature and sharpened to a fine edge by his environment. He died in 1906.

RELATED ACTIVITIES:

Before the Broadcasts:

1. The setting should be located on a map of Canada (preferably an atlas) and individual knowledge about the area shared.
2. The time in Canada's history when the events occurred should be roughly established. This could be done by means of a time chart marked off in 50-year periods starting about 1450 A.D. "Signposts" could be marked on the chart: 1492 – Columbus; 1620 – Pilgrims at Plymouth Rock, etc.

3. The title of the program should be introduced along with the name of the main character. Discuss what the title suggests about the person's life.
4. The children should be directed to listen for, and list, the names of places and people mentioned in the story.

After the Broadcasts:

1. Make a class list of the persons and places mentioned in the broadcast. (A list of "Explorations" could be compiled during the series for future reading or research.)
2. Present the book list or actual books available for the time referred to in the dramatization.
3. Have the class discuss, "Why has this particular person been remembered in Canadian history?" (One could bring out points about personality, training, actions, circumstances, etc.)
4. Have the pupils research and write their own dramatizations about personalities in Canada's past or present.

RELATED AIDS:

FILMS

SS-450 – *Canada's Royal Canadian Mounted Police*

SS-466 – *Fraser's River*

SS-525 – *Arctic Outpost*

SS-209 – *Champlains of Today*

NON-PROJECTED

BOOKS

Program 1

Unless indicated "Adult", the books listed below are written for children. They are mostly non-fiction.

The North-West Mounted Police, Volume 1-11, (Adult), J. P. Turner (Queen's Printer)

The Scarlet Force – The Making of the Mounted Police, Longstreth (Macmillan)

The Force Carries On – Sequel to the Scarlet Force, Longstreth (Macmillan)

The Great Chief – Story of Maskepetoon, Warrior of the Crees, Wood (Macmillan)

The Queen's Cowboy – Story of James Macleod of the North-West Mounted Police, Wood (Macmillan)

Program 2

The First Canadian (Story of Samuel de Champlain), Ritchie (Macmillan)

The Bold Heart (Story of Father Lacombe), Phelan (Macmillan)

Runners of the Woods (Story of Young Pierre Radisson), Ritchie (Macmillan)

Orimbo of the Mohawks (Pierre Radisson as a Captive of the Iroquois), Norman (Macmillan)

Indians of the Longhouse, Bleeker (George J. McLeod)

Champlain of the St. Lawrence, Syme (George J. McLeod)

Program 3

Letters and Journals of Simon Fraser 1806-1808 (Adult), Lamb (Macmillan)

The Nor'Westers (The Fight for the Fur Trade), Campbell (Macmillan)

The Map Maker (Story of David Thompson), Wood (Macmillan)

Alexander Henry, Syme (George J. McLeod)

Program 4

James Evans, Shipley (Ryerson)

Adventures from the Bay (Men of the Hudson's Bay Company), Wilson (Macmillan)

Bay of the North (Story of Pierre Radisson, first European to reach the shores of Hudson Bay), Syme (George J. McLeod)

Encyclopedia Canadiana (The Cree Syllabic alphabet found under "EVANS, James".)

Program 5

Ordeal By Ice, Mowat (McClelland & Stewart)

Mutiny in the Bay (Henry Hudson's Last Voyage), Lambert (Macmillan)

Henry Hudson, Syme (George J. McLeod)

On Foot to the Arctic (Story of Samuel Hearne), Syme (George J. McLeod)

The True North (Story of Joseph Bernier), Fairley & Israel (Macmillan)

Arctic Assignment (Story of the St. Roche, first ship around North America), Farron (Macmillan)

The Story of Leif Ericson, Steele (George J. McLeod)

Program 6

Revolt in the West (Story of the Riel Rebellion), McCourt (Macmillan)
Buckskin Brigadier, McCourt (Macmillan)
Fifty Fighting Men, MacEwan (Modern Press)
The Story of Our Prairie Provinces (Revised Edition), Scott (Dent)
Red River Adventure (The Story of the Selkirk Settlers), Chalmers (Macmillan)

General

Blazing Trails in Canada, Swayze (Canadian Council of Churches)
Stories for Canada's Birthday, McKim (Canadian Council of Churches)
Mainstream, Leitch (Canadian Council of Churches)
Into a Nation, Holland (Canadian Council of Churches)
My History of Canada (Adventure Stories of Canadian History), Dickie (Dent)

Canadian History Series (For teachers or superior readers):

- *The White and The Gold*, Costain (Doubleday)
- *Century of Conflict*, Rutledge (Doubleday)
- *The Path of Destiny*, Raddall (Doubleday)
- *From Sea Unto Sea*, Hardy (Doubleday)

Footprints in Time (Documents on Canadian History from old records – the actual words of Canadians who made Canadian History), (House of Grant)

Land of Promise, Dennis (House of Grant)

From Sea to Sea, Dennis (House of Grant)

Canadians of Long Ago (Indians as they existed before the arrival of Europeans), Kidd (Longmans)

Historical Atlas of Canada, Kerr (Nelson)

The St. Lawrence: Seaway of North America, White (Nelson)

River of Canada (Deals mainly with Cabot, Cartier, Champlain), Bredin (Longmans)

Ontario Sings

JUNIOR AND INTERMEDIATE DIVISIONS (GRADES 4-8)

TUESDAYS, 2:03 – 2:15 P.M.

Choirs from elementary schools throughout Ontario will be presented in this popular series. Teachers and pupils alike should find pleasure, enjoyment and inspiration from listening to the fine singing of these ensembles.

1. *April 30 . . . RIDGE SCHOOL, R.R. 2, LEAMINGTON*

Supervisor of Music – Mrs. Salina Noble

2. *May 7 . . . PETROLIA BOYS' CHOIR, POINT EDWARD*

Conductors – Mrs. Marion Tully and Mrs. Pauline McGregor

3. *May 14 . . . ST. JOSEPH'S CENTRAL SCHOOL,*

RICHARD'S LANDING

Supervisor of Music – Mr. Ted Nott

4. *May 21 . . . PEMBROKE SEPARATE SCHOOL*

CENTENNIAL CHOIR

Supervisor of Music – Sister St. Jude

5. *May 28 . . . ALEXANDER MUIR SENIOR PUBLIC*

SCHOOL, TORONTO

Conductor – Mr. David Lethbridge

INTERMEDIATE DIVISION

Guidance

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 2:03 – 2:15 P.M.

GETTING TO KNOW ME

This series of five programs is designed to assist young teenagers in understanding themselves better. It will suggest ways in which girls and boys might develop their potential to evaluate their own abilities and thus help them to live more comfortably with themselves and with others in today's complex world. Each program will involve participation by you and your class.

A short dramatization featuring *a problem* which is common to teenagers of the age of your class will be presented. Following the dramatization, a short discussion between a group of teenage pupils and a teacher will clarify the problem but will *not* offer a definite solution. These radio pupils may suggest other problems related to the main one.

1. *January 9 . . . HEY, BIG SHOT!*

The Unsinkable Molly Brown once said, "I mean much more to me than I mean to anybody I ever knew." This broadcast will deal with the problem of developing self-respect without which it is difficult to develop respect for others. Humility in success and "the nerve to fail" will be considered.

2. *January 16 . . . NO MAN IS AN ISLAND*

Is this true? Often teenagers feel that, although they are among friends, much of the time they are very lonely. Friends sometimes become an escape from reality. This program will attempt to indicate ways that the young adolescent can cope with loneliness and to suggest that the problem is not a rare one.

3. *January 23 . . . YOUR FRIEND IS YOUR NEEDS ANSWERED*

Teenagers need friends. Their needs determine their friends. But can teenagers determine their needs? Today's broadcast will attempt to indicate ways of choosing friends as well as illustrating the problems involved in too quickly making friends who give away confidences and thus become enemies. Ideas for the pupils to determine their needs will also be suggested.

4. January 30 . . . PARENTS ARE PROBLEMS

To those who have difficulty in trying to understand the responsibilities and concerns of most parents, parents are problems. This presentation will make clear this idea and indicate that, by a reasoned approach, parents can be brought to realize that teenagers are "part-time" adults who can usually handle the privileges given to them though they are often reluctant to accept the responsibilities that go with these privileges. In this way parents become problems.

5. February 6 . . A BOUNDLESS AND MEASURELESS OCEAN

Teenagers frequently feel they are limited in their ability to satisfy their pursuit of happiness. Under the surface of rippling laughter lie deep doubts which often cause a lack of confidence. This program will attempt to indicate the wide range of occupations offered in Canada and suggest that there is a place for anyone willing to work. It will suggest ways in which teenagers might evaluate their abilities and thereby determine the best choice of high school in order to face the future with confidence.

RELATED ACTIVITIES:

After the radio broadcast, you and your class are left to complete the lesson by endeavouring to reach a solution for the problem presented.

RELATED AIDS:

FILMS

G-38 – Are You Popular?

G-49 – Benefits of Looking Ahead

G-56 – Feeling Left Out

G-12 – Finding Your Life's Work

G-75 – Making Friends

G-55 – Making Your Own Decisions

Bookshelf Adventure

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 2:03 – 2:30 P.M.

This radio series is designed to encourage our future citizens to read, as well as to think about what they are reading.

Each program will try to provide a stimulating experience by means of dramatized episodes, and through thought-provoking explorations into vari-

ous aspects of the world of literature. Such an approach invites the actual interpretations and comments of the authors themselves, and wherever possible, these people and their comments will be integrated with the broadcasts.

1. February 13 . . . LITERATURE

Due to the scope of this term, and to the fact that other programs of this series deal with other aspects of the field, this broadcast will limit itself to that part of language which is known as prose, and in particular, the novel.

The program cannot aim to give a totally developed picture of prose, but it can hope for a starting point for the student. The program, then, aims to direct the reader to appreciate not just the beauty and application of the prose story, but to see the strengths of the particular author. In this way, characterization, plot, humour, satire, and other styles can be selected from various novels and shown to be added features of an enjoyable activity.

By dramatization or readings of various selections from outstanding novels and authors, this spirit could be fostered. It is to be hoped that teachers would realize that this is a point of embarkment for further study, not a definition of the particular novel or the author's method.

In a study that would follow the broadcast, the unity of the literature must be preserved. Thus, there is a challenge, not only of the whole unit but of these various exciting facets.

2. February 20 . . . HURRICANE, Andrew Salkey (Oxford University Press)

A young man and his sister, living in Jamaica, are about to go through their first terrifying experience of a hurricane. All the preparations have been made – windows are secure, all hanging fixtures removed – everything that can be done against the danger of flooding has been done. Expectancy grips them.

Outside, the darkness is filled with frightening sounds as tree branches snap and slates are hurled from rooftops.

"Jo, is it going to be really bad? Will it wash us away? Are we going to die, Jo?"

This is a well written novel. The language is simple so that it can be handled by poor readers.

3. February 27 . . . THE DOG WHO WOULDN'T BE, Farley Mowat (Little, Brown and Company)

This broadcast will dramatize laughter-filled sketches of a prairie family and the Mutt, its most unpredictable member. Boys and girls will thoroughly enjoy this delightful animal story.

4. March 5 . . . THE BOY WITH AN R IN HIS HAND, James Reaney (Macmillan)

This book presents the exciting adventures of a boy in the “muddy York” of William Lyon MacKenzie. The unexpected incidents that give variety to the story, including a pleasant surprise at the end, will be particularly appealing to children.

5. March 12 . . . POETRY

Among its many uses, poetry is employed to inform, amuse, and explain. It is a medium of expression. The program aims to provide a means for students to understand this and to be exposed to various types of poetry, each as a method of exploration. Language, depth, and seriousness may vary with the age and vary with the poet. This broadcast aims to invite students of poetry to be aware of the various forms of verse.

It is not suggested that this is a definitive statement on poetry and on the approach to it. On the contrary, this program invites an exploration of the traditional poetry’s beauty, rhythm, and content alongside an exploration of the more modern poetry’s beauty, rhythm, and content. Specific examples of each will be complementary. Each may be shown as valid, beautiful messages to the individual in any society and in any time.

This program is meant to be an anthology and, at this point, the exact poems to be used cannot be indicated.

It is, of course, the intent to make this choice compatible with the philosophy of the Department of Education and with the classroom atmosphere in Ontario schools.

RELATED ACTIVITIES:

Varied activities can both precede and follow up the programs and hence increase their effectiveness. In the case of novels, many teachers keep the books out of circulation until after the broadcast and then arrange a borrower’s priority list. Others display the dust-jackets on the class tackboards.

Lists of related books by the same authors and books of a similar nature as those studied could be made available to the students. In cases where these could not be provided the public library is an excellent source.

Other effective activities for both the novel and poetry, could include dramatizations, recordings, and the taping of writings by the students. Of course, these suggestions are not exhaustive and the programs would have the listeners aware of the greatest resource available and that would be the students themselves coupled with the professional abilities which we find in our classrooms.

RELATED AIDS:

FILMS

- E-122 – *You and Your Library*
- E- 89 – *Preparing Your Book Report*
- E- 45 – *Story Acting Is Fun*

NON-PROJECTED

Other Books By The Same Authors:

- The Black Joke*, Farley Mowat
- People of The Deer*, Farley Mowat
- The Regiment*, Farley Mowat
- The Kildeer*, James Reaney

Anthologies of Poetry:

- Flint and Feather*, Poems of Pauline Johnson
- Time For Poetry*, May Hill Arbuthnot
- Voices of Verse*, edited by H. E. Flynn
- Modern Narrative Poetry*, B. W. Rose and R. S. Jones

Behind the Man

INTERMEDIATE DIVISION (GRADES 7-8)

FRIDAYS, 2:10 – 2:30 P.M.

This series of four 20-minute programs will demonstrate, through a presentation of the lives of four famous Canadians, the discipline involved in the search and research processes through which biographies are constructed. At one time the point of writing a biography was to tell what a man did: now the emphasis is placed more on the kind of person he was. A great deal of sophisticated research is used to determine this.

These broadcasts will evoke the character of the man, using letters, diaries, incidents which may have affected decisions or events, and the influence (if any) of other people on him. The tools of the modern biographer will be used to recreate the real “man behind the man”. In this way, new insights may be gained into the lives of the famous Canadians featured in these presentations.

1. February 16 . . . JOSEPH BRANT

Joseph Brant, great Indian Chief, called Thayendanegea by the Mohawks, was born in 1742 on the banks of the Ohio River and died in 1807 at Wellington Square, Burlington, Ontario. During his lifetime, he continually tried to bridge the gap not only between Indians and whites, but between the powerful and the powerless, between the rich history of the past and the uncertain future. He stood loyally by the British in the United States War of Independence and was a devout churchman of their faith. United Empire Loyalists who settled in Ontario had reason to be very grateful for what their Indian allies did in helping them survive in untamed lands. The Joseph Brant monument was erected in 1886 in Brantford (town named after him).

2. February 23 . . . EMILY CARR

Emily Carr, painter and writer, was born in 1871 in Victoria, British Columbia, where she died in 1945. She sketched Indian villages and west coast landscapes. In 1933 she became a member of the Canadian Group of Painters. Her work is represented in almost all important Canadian collections and in many abroad. Emily Carr is ranked as one of Canada's greatest and most original painters. When failing health put an end to her sketching trips, she turned to writing and her first book "Klee Wyck" won the Governor General's Award for non-fiction in 1941. She was also the author of five other books.

3. March 1 . . . W. A. (BILLY) BISHOP

Canada's top World War I Ace was Billy Bishop. During his missions over enemy territory he shot down 72 German planes. He was awarded the Victoria Cross for a dawn attack against a German air base behind enemy lines. Arthur Bishop says of his father's temperament, "He was angered at seeing men killed beside him. He was cold-blooded in fighting. He had a hatred for the enemy". Before his death in 1956, Billy Bishop was made a full Air Marshall in the RCAF. At the outbreak of World War II, he was called back to service and placed in charge of RCAF recruiting. He was said to be half the Air Force, winning: VC, CB, DSO and Bar, MC, DFC, Chevalier of the Legion of Honour, and Croix de Guerre.

4. March 8 . . . GEORGES PHILIAS VANIER

Major General Georges Philias Vanier, the first French Canadian and Roman Catholic to become Governor General of Canada, (the highest honour in his career), was approved by Queen Elizabeth II on August 1, 1959 as the representative of the Crown in Canada and was inducted into office on September 15. A hero of the First World War and a diplomat who became Canada's first ambassador to France, Major General Vanier succeeded the Honourable Vincent Massey, the first native Canadian to become Governor General.

RELATED AIDS:

FILMS

SS-621 – Joseph Brant And the Six Nations Indians

A- 4 – *Klee Wyck*

SS-544 – Georges P. Vanier

FILMSTRIPS

Emily Carr – N.F.B.

Aircraft in Motion – N.F.B.

History of Flight in Canada – N.F.B.

Federal Government – N.F.B.

NON-PROJECTED

Program 1

BOOKS

Canadian Portraits, Ethel Brant Monture (Clarke, Irwin and Co.)

Life of Joseph Brant, Thayendanegea, William L. Stone (George Dearborn, New York, 1838)

The True Story of Hiawatha and History of the Six Nations Indians, Leon A. Hatzan (McClelland, 1925)

Joseph Brant – Mohawk, Harvey Chalmers in coll. with Ethel Brant Monture (Michigan State University Press, 1955)

Chief of Six Nations, Messner (Copp Clark Publishing Co.)

Program 2

Famous Women – Canadian Portrait Series Pages 3-43, Byrne Hope Sanders (Clarke Irwin, 1955)

Emily Carr As I Knew Her, Carol Pearson (Clarke Irwin, 1954)

The Clear Spirit – 50 Canadian Women and Their Times, Mary Quayle Innis (University of Toronto Press)

Program 3

The Courage of the Early Morning, Arthur Bishop (Musson Book Co.)

Program 4

REFERENCES

Who's Who, 1959
International Who's Who, 1958
Catholic Who's Who, 1952
Canadian Who's Who, 1955-57
Washington (DC) Post, page 5A, August 2, 1959
Toronto Globe and Mail, page 25, August 27, 1959
New York Times, page 1, August 2, 1959
New York Herald Tribune, page 5, July 9, 1959
New York Herald Tribune, page 5, August 2, 1959

History

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 2:03 – 2:30 P.M.

HOPE FOR THE FUTURE

In darkest times, a leader shines like a beacon in the night to help bring hope out of despair. The aim of each broadcast will be to help listeners realize the needs of the period and to discover the importance of the role played by the central figure. None of these leaders supplied answers to all the needs of the times and the programs should encourage pupils to pursue each topic further. Each part of this series should stimulate a discussion during which the need to do further individual and group research will become obvious.

1. *April 30 . . . CAPTAIN JOHN SMITH*

The future of the new colony of Jamestown was threatened by food shortages, disease and attacks. A remarkable soldier of fortune took command and helped the settlers meet the crisis.

2. *May 7 . . . MADELEINE DE VERCHERES*

The brave leadership of Madeleine de Verchères made her a true Canadian heroine. The kind of courage she displayed was needed by all settlers in New France when such events as the Lachine massacre became known.

3. *May 14 . . . SIR GUY CARLETON*

The leadership he provided in the writing of the Quebec Act and during the siege of Quebec made the new northern colonies safe against the rebellious Thirteen Colonies.

4. May 21 . . . ABRAHAM LINCOLN

This great man of principle whose greatest ambition was to hold his country together gained universal admiration for his courage and wisdom. Included in this program will be the role played by Lincoln in the Emancipation Proclamation, the Trent Affair and the Battle of Gettysburg.

5. May 28 . . . GEORGE BROWN

The need for union in British North America was becoming more necessary due to a real fear of American penetration of the west and the lack of proper defences at the end of the United States Civil War. The door to confederation was opened wide when the enmity between George Brown and John A. Macdonald was ended by their agreement to resolve their differences and work together.

RELATED AIDS:

FILMS

SS-248 – *Abraham Lincoln*

SS-330 – *Captain John Smith*

SS-306 – *The Civil War*

FILMSTRIPS

The Story of Confederation – N.F.B.

Geography

INTERMEDIATE DIVISION (GRADES 7-8)

TUESDAYS, 2:15 – 2:30 P.M.

Through the courtesy of the British Broadcasting Corporation, four programs on North Africa and one on The Middle East are presented. These broadcasts will bring information concerning many problems existing in a number of countries, enabling the listener to make a comparative study with those that we experience here in Ontario. By means of dramatizations, narrations, and interviews, the presentations will be particularly interesting, factual, and useful to girls and boys in the Intermediate Division.

1. April 30 . . . ETHIOPIA

Ethiopia, primarily an agricultural country, occupies a great plateau whose average height is about 8,000 feet. The fact that it is bordered on many sides by desert, and that the approach to the plateau is often barred by steep scarp slopes has been

of the greatest significance in the country's development. Because of its geographical isolation, Ethiopians have succeeded in keeping their independence for something like 3,000 years, except for the period between 1936 and 1941 when their country was occupied by Italy. The broadcast gives an impression of the great variety of landscape and climate within the country's borders. Reference is also made to the various peoples inhabiting Ethiopia, and to their origins. Many Ethiopians have physical affinities with Semitic peoples. The written language of Ethiopia, Amharic, is related to both Hebrew and Arabic.

Ethiopia is predominantly a country of villages, and the problem of communications is one of the themes of this broadcast. The program ends with a description of a journey by air to the source of the Nile.

2. *May 7 . . . THE SUDAN*

The Republic of Sudan is the largest state in Africa, and the River Nile divides the country roughly in half. For centuries, Sudanese farmers in dry districts have used the Nile waters to irrigate their fields. While older methods of raising water are still used, about 2,000 mechanical pumps are also employed nowadays. A network of irrigation canals is fed by water stored behind the great dams such as the Sennar dam on the Blue Nile and the Jebel Aulia dam on the White Nile.

Cotton accounts for 60 per cent of the Republic's exports, and The Sudan is by far the world's most important producer of gum arabic – its second most important export – which is used in making adhesives, paints, and confectionery. Both products are exported through Port Sudan, the only major seaport.

This program covers a journey made by Lionel Grouse, with illustrated descriptions of the methods used to travel and some of the people and places seen. Local customs sometimes prove surprising; and there are interesting things to be discovered about the trees, especially the gum arabic tree. Customs and celebrations are explained by Omer el Bushari, the 17-year-old lad who acts as guide to our traveller.

3. *May 14 . . . COASTAL ALGERIA*

"Africa ends at the Pyrenees" is one of the favourite stock phrases of geographers. This broadcast shows that there is some reason for asserting that "Europe ends at the Atlas Mountains". Certainly there are districts in the fertile terraced uplands and intermontane plains of the Tell (the Atlas ranges nearest the coast) whose vineyards and farms remind the traveller of southern France. In Algiers, the largest city in Algeria, we are introduced to Jean Dupont, a young Frenchman who lives there. He describes life in the city, including the crowded Moslem area of the Casbah, and tells us about some of the important Algerian exports such as iron ore and phosphates handled by his family business, not only here, but also at the

other leading seaports - Oran, Philippeville, and Bone. A journey inland gives an impression of the two main regions of the country: (a) the fertile Tell, and (b) the drier high plateaux between the Tell Atlas and the Saharan Atlas. For this part of the program we are joined by a young Arab called Achmed who was at an English university and speaks our language perfectly.

4. *May 21 . . . THE SAHARA*

This program deals with two main topics: Edward Ward's visits to (a) the new oil field at Hassi Messaoud and (b) to Ghardaia, an oasis city lying about 300 miles south of Algiers, and the largest of five oasis towns grouped together in the wadi of the M'zab.

Hassi Messaoud, the biggest and most important oil field in the Sahara, is about 400 miles to the south east of Algiers in the middle of a very desolate stretch of the Sahara. After a few days at the oil field (which he describes in some detail) Edward Ward moved on to Ghardaia, 150 miles away, where there has been an oasis for nearly a thousand years. Of all the oases of the Sahara he considers this one to be, on the whole, the most beautiful. It is here that a French officer joins the program to tell us something about the history of Ghardaia, and the non-conformist Islamic sect called Mozabites, who settled here in the valley of the M'zab. Ghardaia is estimated to have about a million date palms, and in their shade vegetables are also extensively grown.

The broadcast includes a visit to Father David, head of a Christian order called the "Pères Blancs" which has missions in many of the Saharan oases. Father David, who has been here for more than 60 years, tells of the various changes, social and economic, which the French have brought to the desert.

5. *May 28 . . . MECCA*

For the 500,000,000 Moslems in the world, the most sacred place on earth is Mecca in Arabia. Jidda, on the Red Sea coast, is the port of entry for the great annual pilgrimage to the holy city. Mecca, the birthplace of the Prophet Mohammed, is about 46 miles inland from Jidda; further north is Medina where the Prophet's tomb is situated. In both Mecca and Medina, entry is forbidden to non-Moslems. Jidda is the focal point of this broadcast, which begins with an account of the arrival of the pilgrims and of some of the problems that this large annual influx of people brings to the port and to Mecca itself. Before entering Mecca, pilgrims must don the Ihram which consists of two pieces of seamless white cloth wrapped round the waist and over one shoulder. Women are covered from head to foot in a white garment with apertures for the eyes. The central ceremony, which is described in some detail, is on the Plain of Arafat outside Mecca, scene of the Prophet's last pilgrimage, where a vast assembly remains from early after-

noon to sundown reciting prescribed prayers. On the return journey to Mecca another ceremony is the stoning of images of Satan to commemorate the devil's appearance before Abraham as he went to sacrifice Ishmael (Isaac). In the Great Mosque of Mecca pilgrims observe the Tawaf - walking seven times round the building called the Ka'ba. (The Islamic tradition is that the Ka'ba was built by Abraham).

Sayed Idris Shah describes his own recent pilgrimage to Mecca, and tells us about two young pilgrims from the Sudan, Ahmad, and Kassim who were with him.

RELATED AIDS:

FILMS

SS-590 - *Continent of Africa: Land Below the Sahara*

SS-550 - *Life in An Oasis*

SS-280 - *Life in the Nile Valley*

SS-289 - *Life in the Sahara*

SS-340 - *The Middle East*

ONTARIO SCHOOL RADIO BROADCASTS

NETWORK

Beginning October 16th, school radio broadcasts will be carried by the Canadian Broadcasting Corporation stations listed below and by a number of private stations affiliated with the CBC network.

CBC programs are scheduled for presentation

2:03 - 2:30 p.m.

CBM Montreal

CBO Ottawa

CBL Toronto

CBE Windsor

Please CONSULT YOUR LOCAL STATION regarding coverage in your area.

The Department of Education is indebted to the Canadian Broadcasting Corporation and the private stations for the continued co-operation and support in carrying the regular school radio programs.

